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ABSTRACT

A bibliography which provides the reader with a brief overview of new and/or innovative programs and developments in the area of childhood development, education, and treatment is presented. Programs have been referenced in alphabetical order according to the sponsoring institution. Over 300 annotated entries are given. (CK)

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NEW AND INNOVATIVE SERVICES AND PROGRAMS FOR CHILDREN: AN ANNOTATED
BIBLIOGRAPHY

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Preface

The purpose of this bibliography is to provide the reader with a brief overview of new and/or innovative programs and developments in the area of childhood development, education, and treatment. The term "new" is operationally defined here as work done within the past eight years. "Innovative" is somewhat more nebulous and would include innovations in long standing programs e.g. an objective outline of how to observe children (Bing Nursery School) as well as new techniques for learning or therapy e.g. operant principles, filial therapy, paraprofessional use, audio-bussing, etc. In a few cases older programs are included because of a change in focus, e.g. the introduction of research programs into traditionally service oriented facilities (Woodlawn Mental Health Center). An attempt has been made to compile examples of heterogeneous programs which would be considered innovative by adherents of various disciplines, a factor which may cause some confusion as to the meaning of the term "innovative". In most cases the references reported are designed to provide some idea of the type of program(s) at the specified institution, or to provide sources which the reader could refer to for further information on a program. The focus of the bibliography is on process, structure, and innovativeness rather than research emphasis of the programs.

Programs have been referenced in alphabetical order according to the sponsoring institution. In such a broad undertaking, there are bound to be oversights of some exemplary programs and for this I apologize. Other effective programs have been purposely deleted since they have been in existence for some time and cannot be justified as new or innovative.

Grateful appreciation is extended to my doctoral committee for allowing such an innovative and stimulating preliminary examination, particularly Dr. Donald Hartmann for the basic idea, and Dr. Donna Gelfand for constant support, advice, and encouragement. I thank you.

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EDUCATION AND DAY CARE PROGRAMS FOR NORMAL CHILDREN

This section describes some of the new educational approaches, e.g., the Bereiter-Engelmann direct instruction method at the Academic Preschool, the Ameliorative Preschool game format approach, Head Start, etc. as well as other centers (the Child Behavior Lab, Bing Nursery school) who emphasize particular techniques in programming materials or studying normal children. Included are numerous references on day care centers, which are a relatively new phenomenon in this country and one which remains to be thoroughly evaluated, although steps are being taken in this direction e. g. Children's Centers. Also included are innovative "gimmicks" such as open-door learning, audio-bussing, home visits, television lessons, college student tutors, bilingual programs, toy lending libraries, etc. Programs referenced range from infant education through high school students and should give the reader some idea of the diversity of approaches being undertaken with the aim of improving and expanding the learning and social capabilities of the normal child.

The Academic Preschool, The Institute for Research on Exceptional Children, U of Illinois, Champaign, Illinois

Appalachian Regional Commission. The Academic Preschool. In Programs for infants and young children: Part I. 1970, 86-93.

An article providing a comprehensive description of the program, its objectives, and effectiveness. Provides references.

Becker, W. C. & Engelmann, S. The systematic use of behavior principles, Sept. 1968 paper from the U. of Illinois.

Provides data on the Bereiter-Engelmann kindergarten program with a matched comparison group. Data indicate a significant difference in favor of the experimental group.

Bereiter, C. & Engelmann, S. An academically-oriented preschool for disadvantaged children: Results from the initial experimental group. Paper from the Bureau of Educational Research, U of Illinois, Sept. 1968.

A complete discussion of the program, the design, and treatment procedures. Two year results indicate a substantial increase in academic skills.

Bereiter, C. & Engelmann, S. Teaching disadvantaged children in the preschool. New Jersey: Prentice Hall, Inc., 1966

A book directed to teachers of 4-year-olds containing ideas for early education experiences. Describes their research strategy in direct instruction.

The Ameliorative Preschool, Dept. of Special Educ. and Division of Child Development, U of Illinois, Champaign, Illinois

Appalachian Regional Commission. The Ameliorative Preschool. In Programs for Infants and Young Children: Part I. 1970, 94-102.

An article providing a comprehensive description of the program, its objectives, and effectiveness. Provides references.

Karnes, M. B. & Hodgins, A. S. The effects of a highly structured preschool program on the measured intelligence of culturally disadvantaged four-year-old children. Psychology in the Schools, Jan. 1969, 89-91.

This structured program stressed language and cognitive development using a game format approach. During the 7-month interval the children markedly improved their level of intellectual functioning.

Karnes, M. B., Hodgkins, A. S., Stoneburner, R. L., Studley, W. M., & Teska, J. A. Effects of a highly structured program of language development on intellectual functioning and psycholinguistic development of culturally disadvantaged three-year-olds. Journal

of Special Education, 1968, 2, 405-412.

A study on the effects of a structured instructional program on culturally disadvantaged children indicates substantial gains.

Karnes, M. B., Studley, W. M., Wright, W. R., & Hodgins, A. S. An approach for working with mothers of disadvantaged preschool children. Merrill-Palmer Quarterly of Behavior and Development, 1968, 14, 174-184.

A study on the effects of a short term training program for mothers as reflected in the intellectual and linguistic development of their children demonstrates positive results for the training.

Karnes, M. B., Teska, J. A., & Hodgins, A. S. The effects of four programs of classroom intervention on the intellectual and language development of 4-year-old disadvantaged children. American Journal of Orthopsychiatry, 1970, 40, 58-76.

Differential effects of 4 preschool programs were evaluated through standardized tests. The programs represent levels of structure ranging from traditional to highly structured. All test results favored the highly structured preschool.

Karnes, M. B., Vollersheim, J. P., Stoneburner, R. L., Hodgins, A., & Teska, J. A. An evaluation of two preschool programs for disadvantaged children: A traditional and a highly structured preschool. Exceptional Children, May, 1968, 667-676.

Presents first year results of a study comparing the traditional nursery school to a highly structured program focusing on specific learning tasks. The latter program proved to be significantly more effective in promoting intellectual functioning, language, perceptual development, and school readiness.

Baltimore, Maryland Day Care Services

Edwards, E. Family day care in a community action program. Children, March 1968, 55-58.

Description of a project for children with special needs that cannot be met in a group day care situation, thus requiring a special family home.

Bing Nursery School of Stanford University, Stanford, California

The Bing Nursery School of Stanford University.

A brief brochure for parents giving general information on health, program, clothing, parent participation, and research participation expected of the child and his parents.

The Bing Nursery School: the child's view. School Planning Laboratory reports, School of Education, Stanford, March 1966.

Presents a graphic picture of the school environment via numerous photos and a brief description of the planning, program, and plant.

Dowley, E. M. Cues for observing children's behavior. Childhood Education, May 1969, 517-521.

An article giving specific suggestions on how to most effectively observe children's behavior in a naturalistic setting with emphasis on interpreting feelings and motives.

Landauer, T. K., Carlsmith, J. M., & Lepper, M. Experimental analysis of the factors determining obedience of four-year-old children to adult females. Child Development, 1970, 41, 601-611.

Analysis of factors in obedience to orders from adult females indicate there was no consistency across children in ability of mothers to command obedience and most children were less obedient to their own mothers. The preexisting relationship between adult and child was of prime importance.

California Child Care Center Program, Berkeley, California

Rapoport, L. & Cornsweet, D. M. Preventive intervention potential in public child care centers. Child Welfare, 1969, 48, 6-13, 51-2.

A study of the child care center at Berkeley examining social characteristics of the population using the service with demonstrations of short-term crisis intervention.

Child Behavior Laboratory, Champaign, Illinois

Bijou, S. W. Child behavior and development: A behavioral analysis. International Journal of Psychology, 1968, 3, 221-238.

A theoretical paper dealing with a description of the behavioral analysis of general psychology, a description of the behavior analysis of child development, and the accomplishments and contributions of a behavioral analysis of child development.

Child Study Center, Yale University, New Haven Connecticut

Provence, S. A three pronged project. Children, 1969, 16, 53-54.

Description of a proposed longitudinal study of normal children in three types of living situations; with parents, in group residential care with no parents, and in day care centers.

Solmit, A. J. & Stack, M. H. Learning with teachers. Children, 1967, 14, 19-24.

A paper advocating the collaboration of educators and mental health professionals in group discussions to provide exchange of

knowledge between the two about problem school children and their families.

Children's Center, Special Project: Upstate Medical Center, Syracuse, New York

Caldwell, B. M. What is the optimal learning environment for the young child? American Journal of Orthopsychiatry, 1967, 37, 8-20.

A paper examining various assumptions regarding the optimal learning environment for the young child. Stresses the importance of an enriched environment whether it be within or outside of the home.

Caldwell, B. M. Project Headstart. Daily program 11. Office of Economic Opportunity, Washington, 1968. PrEx 10. 12:7

A detailed manual for personnel on program and activities in a day care center.

Caldwell, B. M. The fourth dimension in early childhood education. In R. D. Hess & R. M. Bear (Eds.) Early Education. Chicago: Aldine Publishing Co., 1970. Pp. 71-81.

A chapter describing the day care center, the specific learning activities it emphasizes, how these skills are programmed, and emphasizing the importance of proper timing of the enrichment experiences.

Caldwell, B. M. & Mozelle, C. Mother-child attachment patterns: Comparisons between a group with early day care experience and a home reared group. American Journal of Orthopsychiatry, 1969, 39, 237-238.

A short study revealing few if any differences between home-reared and day care center children in interpersonal behavior or general emotional behavior.

Caldwell, B. M. & Richmond, J. B. Programmed day care for the very young child: a preliminary report. Journal of Marriage and the Family, 1964, 26, 481-488.

This article contains plans for the daily program of the children and activities for the parents, as well as a description of the center.

The Children's Centers, Santa Monica Public Schools, Santa Monica, Calif.

Appalachian Regional Commission. The Children's Centers. In Programs for infants and young children: Part I. 1970, 103-105.

Provides a comprehensive description of the day care program, its objectives, and effectiveness. Provides references.

Dept. of HEW. Childhood education. Santa Monica Children's Centers. In Model Programs, OE-20135.

day care facilities for children of working mothers.

Classroom RAID, Tallahassee, Florida

Madsen, C. H. Jr., Madsen, C. K., Saudargas, R. A., Hammond, W. R., & Smith, J. R. Classroom RAID (Rules, Approval, Ignore, Disapproval): A cooperative approach for professionals and volunteers. Journal of School Psychology, 1970, 8, 180-185.

Report of an inservice training project in behavior modification conducted by mental health workers and college students for 32 elementary school teachers.

Demonstration and Research Center for Early Education, George Peabody College for Teachers, Nashville, Tennessee.

Appalachian Regional Commission. Demonstration and research center for early education. In Programs for infants and young children: Part I. 1970, 113-120.

Provides a brief but comprehensive description of this demonstration classroom project, including references.

Giesey, R. The DARCEE approach in follow through projects. George Peabody College, Sept. 1968.

A paper describing the main features of the approach to pre-school education and the implementation of parent involvement.

Gray, S. W. & Klaus, R. A. The early training project and its general rationale. In R. D. Hess & R. M. Bear (Eds.), Early Education. Chicago: Aldine Publishing Co. Pp. 63-70.

A project with disadvantaged negro preschool children demonstrated that several summers of school sessions could increase intelligence test scores, however these gains diminished as the child advanced through public school. Several possible reasons are postulated for this failure to maintain gains in these disadvantaged children.

Family Day Care, Milwaukee, Wisconsin

Wade, C. The family day care program in Milwaukee: A 3-faceted approach to community enrichment. Child Welfare, June 1970, 49, 336-341.

A program to provide care for children and also trains welfare mothers at the center to gain eventual employment in areas within the child care field.

Follow Through: U. S. Office of Education, Dept. of HEW, Washington, D. C.

Appalachian Regional Commission. Follow Through. In Programs for infants and young children: Part I. 1970, 46-47.

A very brief description of the general goals of the program. Provides references.

Follow Through, U. S. Office of Education, Department of Health, Education, and Welfare, Washington, D. C. 20201

A plethora of materials available on various follow through programs throughout the country.

Salsinger, H. Following up on followthrough. American Education, 1968, 4, 12-15.

A routine description of the Detroit followthrough program and comments by staff, parents, and case examples. No data.

Frank Porter Graham Child Development Center, Chapel Hill, North Carolina

The Frank Porter Graham Child Development Center. University of North Carolina at Chapel Hill. February 24, 1969.

A descriptive summary including material on the educational curriculum and infant care.

Robinson, H. B. From infancy through school. Children, 1969, 16, 6-62.

A description of the center, its staff, and its goals and interests. Includes history of the program as well as future plans for expansion. No data.

Friends' Association for Children, Richmond, Virginia

Crawford, C. H. A family day care program. Child Welfare, 1969, 48, 160-162.

Describes a free service for parents who need day care for children under 3 years of age who are placed with families, rather than in a group setting, to allow more individual care.

Friendship House, Washington, D. C.

Salent, E. S. School mental health program for junior high school students in a community nursery school setting. In Mental health of children, U. S. Dept. of HEW, 1965, FS 2.22:M52/55, p. 22.

Describes a demonstration mental health program for junior high students in an in vivo setting. Results indicate that adolescents showed increased understanding of problem behaviors of children, family, roles, and emotions.

Head Start, U. S. Office of Child Development, Washington, D. C.

Appalachian Regional Commission. Head Start. In Programs for infants and young children: Part I. 1970, 40-45.

A comprehensive description of the goals and objectives of the program, a list of the required elements, and references for more detailed study.

Andronico, M. P. & Guernsey, B. G. Jr. A psychotherapeutic aide in a

headstart program. Children, 1969, 16, 14-17.

Discusses the treatment of emotionally disturbed children through a nonprofessional neighborhood worker who had previously been trained in the principles of play therapy. Therapy sessions were under headstart auspices.

Glickman, E. Professional social work with headstart mothers. Children, 1968, 15, 59-64.

A group work project with mothers is deemed successful in that it reduced their suspicions of therapeutic aid and aided them in relating to each other.

Head Start Child Development Program. A manual of policies and instructions. Office of Child Development. U. S. Office of HEW, September 1967.

Provides booklets in the Rainbow Series on such topics as a basic statement of the Head Start program, suggestions for equipment and supplies, staffing, health services, daily program, use of volunteers, use of parents, and nutrition. Periodically revised.

Kohlberg, L. Montessori with the culturally disadvantaged: A cognitive-developmental interpretation and some research findings. In R. D. Hess & R. M. Bear (Eds.), Early Education. Chicago: Aldine Publishing Co., 1970, Pp. 105-118.

A pilot research project with disadvantaged children shows promise for the Montessori method in stimulating cognitive advance and suggests that the emphasis on attention and on operations of classification and ordering are partially in line with current theory and findings on children's cognitive functioning.

Parker, B. F. Head start in reading: The Monterey plan. Child Welfare, 1969, 48, 235-238.

Description of a "total reading" plan which was successful with negro youngsters in this project. Data presented.

Quay, L. C. Language dialect, reinforcement, and the intelligence-test performance of negro children. Child Development, 1971, 42, 5-15.

A study on preschool negro children whose findings cast doubt on the beneficence of motivational and language experiences designed to bring these children into mainstream culture.

Hospital Day Care

U. S. Dept. of Labor. Child care services provided by hospitals. 1970, Bulletin 295.

A report on day care centers provided by hospitals for employees. Includes location, capacity and use, financing, staffing, services provided, obstacles to such care, and possible alternatives.

Hough Parent and Child Center, Cleveland, Ohio

Appalachian Regional Commission. The Hough parent and child center.
In Programs for infants and young children: Part I. 1970, 32-35.

Description of a center designed to help parents become better at this task and to generally strengthen family life. Provides a home visiting program, nursery school, and parent training in the nursery school. Also offers planned community activities.

Huntsville-Madison County Mental Health Center, Huntsville, Alabama

Adams, D. H. The Ed White experience: Behavior modification in the public school. Paper presented at the First Annual Symposium on Current Issues in community-clinical psychology: School intervention, March, 1971, University of Maryland, College Park, Maryland.

Report of a behavior modification training program for 30 teachers in a public junior high school. Fifteen problem students were identified and successful interventions carried out using behavioral procedures.

Infant Education Research Project, NIMH, Washington, D. C.

Schaeffer, E. S. A home tutoring program. Children, 1969, 16(2), 59-61.

A project involving group work with mothers to aid them in their problems and better enable their children to profit from the headstart experience.

Schaeffer, E. S. Intellectual stimulation of culturally deprived infants. Excerpts from Mental Health Grant Proposal No. MH-09224-01 (undated).

A detailed description of this project designed to utilize tutors to increase early infant verbalizations.

Schaeffer, E. S. Intellectual stimulation of culturally deprived infants. Progress Report. MH-09224-01. July 11, 1968.

A study supporting the hypothesis that interpersonal verbal stimulation at early ages increases the mental functioning of disadvantaged infants. Includes data.

Schaeffer, E. S. References and brief notes pertaining to the intellectual development of the infant from 15 months to 30 months. National Institute of Mental Health, Wash. D. C. (undated).

An extensive annotated bibliography dealing with the topic of intellectual development.

Schaeffer, E. S. & Aarensen, H. Infant education research project: Implementation and implications of a home tutoring program. To be incorporated as a chapter in a book on conceptualizations of preschool curricula, to be edited by R. K. Parker, Center for Advanced Study in Education, The City University of New York.

A thorough discussion of the project on verbal stimulation by tutors, and discusses the implications for this research in terms of the development of different perspectives on the educational process. Includes short and long term data.

Institute for Child and Family Development, Greensboro, North Carolina

Appalachian Regional Commission. Institute for Child and Family Development. In Programs for infants and young children: Part I. 1970, 22-31.

A detailed description of a day care program for infants and young children, including references.

Arnote, T. E. Learning and teaching in a center for the care of infants and toddlers. University of North Carolina at Greensboro. Children's Bureau Grant No. D-256, 1969.

A descriptive review of experience with staff development.

Institute for Child Development and Experimental Education, The City University of New York

Appalachian Regional Commission. Institute for child development and experimental education. In Programs for infants and young children: Part I. 1970, 126-133.

A description of the program including some experimental data and a listing of possible activities to encourage discovery in young children.

Palmer, F. H. Learning at two. Children, 1969, 16(2), 55-57.

A longitudinal study of the effects of two types of training, concept learning or discovery, on learning of two and three year olds.

Institute for Developmental Studies, New York University

Deutsch, C. P. & Deutsch, M. Brief reflections on the theory of early childhood enrichment programs. In R. D. Hess & R. M. Bear (Eds.), Early Education. Chicago: Aldine Publishing Co., 1970. Pp. 83-90.

A theoretical paper dealing with the importance of stimulation for the disadvantaged child and how to develop curriculum techniques which will provide necessary experiences. The importance of timing these experiences at the proper stage is stressed.

Institute for Development of Human Resources, University of Florida, Gainesville, Florida

Gordon, I. J. Early child stimulation through parent education. Final Report. Institute for Development of Human Resources, College of Education, University of Florida. June 30, 1969. U. S. Dept. of HEW, Children's Bureau, Social and Rehabilitation Service, PHS-R-306. PHS-R-306(101).

Final report covering the project and its findings on the use of nonprofessional parent educators.

Gordon, I. J. Reaching the child through parent education: The Florida approach. Institute for Development of Human Resources, College of Education, U of Florida. Edited papers from two symposia presented at the American Educational Research Association National Convention. February, 1969.

A position paper describing the systematic approach utilizing the mother in the classroom with her own and other's children.

Gordon, I. J. & Lally, J. R. Intellectual stimulation for infants and toddlers. Institute for Development of Human Resources, College of Education, University of Florida. 1967.

Manual of stimulation activities used with mothers and infants which could also be used in day care centers or homes.

John F. Kennedy Center for Child Development, Denver, Colorado

John F. Kennedy Center Preschool Program. 1971 brochure. Describes the four demonstration preschool programs which integrate normal, disadvantaged, retarded, and disturbed or problem children in each classroom. The program provides models for trainees as well as service to the children. Research is being undertaken on the efficacy of the 4 programs in terms of growth and development tests.

Meier, J. H. & Martin, H. P. John F. Kennedy Child Development Center. Undated brochure.

The brochure describes the interdisciplinary functioning of the center, its training and research functions, admission policies, charges, and evaluation and treatment procedures.

Juniper Gardens Children's Project, Kansas City, Kansas

Baer, D. M. & Wolf, M. M. The reinforcement contingency in pre-school and remedial education. In R. D. Hess & R. M. Bear (Eds.), Early Education. Chicago: Aldine Publishing Co., 1970. Pp. 119-129.

A summary of research programs demonstrating the potential for social reinforcement implicit in the ordinary behavior of the pre-school teacher and stressing that the timing of what the teacher is the important variable.

Broden, M., Hall, R. V., Dunlap, A., & Clark, R. Effects of teacher attention and a token reinforcement system in a junior high

school special education class. Exceptional Children, 1970, 36, 341-349.

Describes the use of behavior modification procedures by a first year teacher in a class of emotionally handicapped children. The study demonstrates a decrease in disruptive behavior and increases in school achievement and positive adjustment.

Brigham, T. A. & Sherman, J. A. An experimental analysis of verbal imitation in preschool children. Journal of Applied Behavior Analysis, 1968, 1, 151-158.

A study on imitation demonstrating that as long as English words were reinforced, accuracy of imitating non-reinforced Russian words also increased. When reinforcement was noncontingent, accuracy of imitation of both classes decreased.

Hall, R. V. Training teachers in classroom use of contingency management. Educational Technology, 1971 in press.

Provides suggestions on a course or workshop to train teachers in carrying out behavior modification procedures.

Hall, R. V., Cristler, C., Cranston, S. S., & Tucker, B. Teachers and parents as researchers using multiple baseline designs. Journal of Applied Behavior Analysis, 1970, 3, 247-255.

Several studies illustrating the use of multiple baseline techniques utilizing punishment and reinforcement procedures in the classroom and at home. Valuable as an alternative to conventional research designs.

Hall, R. V., Lund, D., & Jackson, D. Effects of teacher attention on study behavior. Journal of Applied Behavior Analysis, 1968, 1, 1-12.

A study investigating the effects of teacher attention on study behavior of elementary school children found that reinforcement markedly increased such behavior.

Hall, R. V., Panyan, M., Rabon, D., & Broden, M. Instructing beginning teachers in reinforcement procedures which improve classroom control. Journal of Applied Behavior Analysis, 1968, 1, 315-322.

A report on successful consultation to three beginning teachers who reported difficulty in maintaining classroom control, teaching satisfactorily, etc.

Hart, B. M. & Risley, T. R. Establishing use of descriptive adjectives in the spontaneous speech of disadvantaged preschool children. Journal of Applied Behavior Analysis, 1968, 1, 109-120.

Various traditional techniques were used in an attempt to develop adjective-noun combinations of preschoolers. Data indicated that application of environmental contingencies was the only

effective method to durable establish color names as adjectives in the children's spontaneous vocabularies.

The Juniper Gardens Children's Project. Summary Progress Report, Grant # 1P01 HD 03144. A program of research on the development of culturally deprived children, Sept. 1969.

A brief description of the project including brief descriptions of the remedial reading laboratory, the public school classroom project, the boys home remedial classroom project, the Turner House preschool, the parent cooperative preschool, the community organization program, and the Wyandotte and Achievement Place programs.

Risley, T. Learning and lollipops. In J. P. DeCecco (Ed.), Readings in educational psychology today. Del Mar Calif.: CRM Books, 1970. Pp. 129-137.

A complete description of the Turner House Preschool program, the population it serves, the reinforcement techniques and training procedures used, and how it differs from conventional nursery schools. Also discusses the parent teacher cooperative preschool program aimed at teaching mothers to instruct their children in academic skills.

Wolf, M. M., Giles, D. K., & Hall, R. V. Experiments with token reinforcement in a remedial classroom. Behavior Research and Therapy, 1968, 6, 51-64.

A report describing results of an after-school remedial education program using token reinforcement for low-achieving fifth and sixth grade children in an urban poverty area.

Kalamazoo Learning Villages, Kalamazoo, Michigan

Alessi, G. H. Increasing attending behavior in the classroom through the use of a contingency management system. School Applications of Learning Theory, 1970, 11(3), 21-32.

A point system was implemented to modify attending behavior of 4 Ss. Results indicated that points exchangeable for items from a menu drawn up by the class were effective in substantially increasing the rate of attending for target students.

Ulrich, R., Louisell, S. E., & Wolf, M. The learning village: A behavioral approach to early education. Educational Technology, 1971, 11(2), 32-45.

Describes the private educational system from nursery through high school for both poor and affluent children.. Explains programming of skills for the various age groups. Includes data and suggestions for future development.

Ulrich, R. E., Surratt, M. A., & Wolfe, M. Accelerated training programs in underprivileged environments. Michigan Mental Health Research Bulletin, 1970, 4, 40-42.

A brief paper dealing with the pre-school child development center, a combination of the experimental laboratory and the nursery. Emphasis is on prevention rather than cure.

Ulrich, R. E., Wolfe, M., & Cole, R. Early education: A preventive mental health program. Michigan Mental Health Research Bulletin, Winter 1970, 39-45.

Describes the child population of the villages (disadvantaged and affluent) and description of the general goals and methods used to obtain them. Includes a description of a teen-aid training program for the village and application of techniques in a public school.

Wolfe, M., Ulrich, R., & Ulrich, C. Administrative hurdles blocking preventive mental health programs for children. Michigan Mental Health Research Bulletin, Spring 1970, 44-48.

Describes some of the potential hurdles to be overcome in setting up a new program e. g. acquiring physical facilities, licensing, transportation, food service, and public relations.

Kalamazoo Valley Intermediate School District, Kalamazoo, Michigan

Hawkins, R. P., McArthur, M., Rinaldi, R. C., & Gray, D. Results of operant conditioning techniques in modifying the behavior of emotionally disturbed children. Paper presented at the annual meeting of the International Council for Exceptional Children, St. Louis, Missouri, 1967.

A description of an experimental public school program of behavior modification procedures for children ages 8-11 years. Included two special adjustment classes as well as treatment of individual children in regular classrooms.

Schmidt, G. W. & Ulrich, R. E. Effects of group contingent events upon classroom noise. Journal of Applied Behavior Analysis, 1969, 2, 171-179.

Three studies investigating the effects of added gym time and break time for the class in successful attempts to reduce noise and out of seat behavior.. Studied the effect on the group as well as on a single student.

Surratt, P. R., Ulrich, R. E., & Hawkins, R. P. An elementary student as a behavioral engineer. Journal of Applied Behavior Analysis, 1969, 2, 85-92.

A fifth grade student effectively modified maladaptive study behaviors of four first grade students by use of lights controlled by the engineer to indicate opportunities for reinforcement. The fifth grade engineer's participation was made contingent upon improved academic performance.

Ulrich, R., Arnett, M., & DeLoach, T. Teaching the disadvantaged. Unpublished article to be published as a book chapter by Macmillan Publishing Company in a book edited by John Bergeson and George Miller as yet untitled.

A discussion of the in-service training program for teachers, programmed instruction, and pyramiding education by and for disadvantaged students in the public school system.

Ulrich, R. & Wolfe, M. New methods for treatment delivery. Michigan Mental Health Research Bulletin, 1969, 3, 41-44.

General discussion of the public school program and the modification of behavior by training teachers to do so in the school setting.

Learning Research and Development Center, U of Pittsburgh

Moore, O. K. & Anderson, A. R. The responsive environments project. In R. D. Hess & R. M. Bear (Eds.), Early Education. Chicago: Aldine Publishers, 1970. Pp. 171-189.

A description of the responsive environments project, an analysis of its structure, its goals, and a progress report on some of its aspects. Includes suggestions for improvement.

Mobile Preschool, Beverly Hills, California

Appalachian Regional Commission. Mobile preschool. In Programs for infants and young children: Part I. 1970, 61-62.

A brief description of this van-classroom program for young preschool children.

El Camino College Warhoop. Outdoor nursery school furnishes daily program for children of married students. Oct. 30, 1970. P.1.

A brief description of a half day nursery school located in a trailer for children of students at El Camino college. Also serves to train students in early childhood teaching and home ec.

Lipsen, R. A. A mobile preschool. Journal of Young Children, 1, 1969.

Provides rationale for the use of mobile units, possible programs that could be conducted, and a list of necessary equipment.

Matheson, M. Nursery mobile proves versatile; arouses child's desire to learn. The Garden Valley and Imperial Hollypark News. Today's Women Section, March 25, 1971.

Describes the stationary trailer program for 3-5 year-olds emphasizing the ethnic balance of the program and other goals. Fullpage article is accompanied by several photographs.

New Hampshire Public Schools System

Jaffe, D. K. Ready, set, go. American Education, August, 1970, 9-12.

A special first grade classroom for 6-year-olds who are late maturers. Allows them to experience exciting discovery and unforced development. No data.

Wing, R. C. & Mack, P. H. Wide open for learning. American Education, November, 1970, 13-15.

Project SOLVE (support for open concept learning areas through varied educational teams) began in six elementary schools having no inner walls. The team teaching approach is designed to allow children greater freedom and develop self-discipline.

Open Door, Harlem, New York

Center for Urban Education. Open Door. CUE Program Reference Service, New York, 1971.

A public school project allowing children from adjacent classrooms on primary grade levels to meet and explore learning activities in corridor units. Attempts to provide continuity from one grade to another and some degree on individualized instruction. No data.

Oregon Research Institute, Eugene, Oregon

Cobb, J. A., Ray, R. S., & Patterson, G. R. Direct intervention in the schools. Paper presented at the American Psychological Association convention, Miami, Florida, Sept. 1970.

A study of seven hyperactive public school students utilizing a "work box" to eliminate disruptive behaviors and accelerate positive behaviors.

Oregon Research Institute. Intervention program re-programming project, January 1969.

A brief summary statement of direct intervention programs in the social environment of pre-adolescent boys explaining the steps involved.

Patterson, G. R., Ray, R. S., & Shaw, D. A. Direct intervention in families of deviant children. Unpublished manuscript, Sept. 1969.

A comprehensive study demonstrating the effect of direct intervention in the home and school for six boys with multiple problem behaviors. Emphasized the use of parents, siblings, peers, and teachers as behavioral change agents.

Pennsylvania State Office for Children and Youth

Sheridan, M. L. Family day care for children of migrant farm workers. Children, 1967, 14, 13-18.

A three county pilot project involving individual day care homes for children of migrant farm workers is looked upon as having beneficial results for all involved. No data.

Perry Preschool Project, Ypsilanti Public Schools, Ypsilanti, Michigan

Radin, N. Socialization and social influences in a compensatory preschool program. Child Welfare, 1969, 48, 259-267.

A compensatory preschool program for poor children 3 and 4 years of age consisting of classroom sessions and weekly tutorial sessions in the home. Also parent training in small group sessions.

Weikart, D. P. Preliminary results from a longitudinal study of disadvantaged school children. Paper read at the Southern Conference on Early Childhood Education, U of Georgia, 1967.

Describes the cognitively oriented curriculum designed for disadvantaged children who are functionally retarded.

Weikart, D. P. Ypsilanti-Carnegie infant education project. Progress report. Department of Research and Development, Ypsilanti Public Schools, Ypsilanti, Michigan, September, 1969.

Summary of the curriculum, project design, and instructional techniques for working with infants and mothers in the home; includes a case history and results from the first six months of the project.

Weikart, D. P. Ypsilanti preschool curriculum demonstration project. 1968-71. High/Scope Educational Research Foundation, Ypsilanti, Michigan. October 1, 1969.

Overview and summary of the background, methodology, and curricula of this three year research project that compared three types of preschool intervention.

Wittes, G. & Radin, N. Helping you child to learn: The learning through play approach. San Rafael, Calif.: Dimensions Publishing Co., 1969.

A 49 page booklet giving complete lessons, materials, and instructions on helping a child learn through the play approach. Oriented for either the individual parent or can be adapted to pre-school classroom use.

Wittes, G. & Radin, N. Helping your child to learn: The nurturance approach. San Rafael, Calif.: Dimensions Publishing Co., 1969.

A 40 page booklet presenting the home conditions required for this approach, the attitudes developed, and examples and exercises on how to train oneself in the approach.

Wittes, G. & Radin, N. Helping your child to learn: The reinforcement approach. San Rafael, Calif.: Dimensions Publishing Co., 1969.

It works: Perry preschool project, Ypsilanti, Michigan. Preschool program in compensatory education, 1. U. S. Dept. Of HEW, Office of Education, OE-37035, 1969.

Provides a description of the 21 successful programs in increasing intellectual functioning in children out of the 1,000 sampled in the United States.

Preschool Education Project, Appalachian Educational Laboratory, Charleston, West Virginia.

Appalachian Regional Commission. Preschool education project. In Programs for infants and young children. Part I. 1970, 63-70.

A complete description, including costs, of this home oriented program for 3-5 year olds. A unique delivery system consisting of a special television program, a home visit from a paraprofessional, and a weekly group meeting.

Appalachia Educational Laboratory. Preschool education for Charleston, West Virginia, (undated brochure).

A brief brochure lists priorities and goals for early childhood education and vocational guidance for these rural children.

Appalachia Educational Laboratory. Preschool for Appalachia. Charleston, West Virginia, (undated brochure).

Provides a brief description of the mobile classrooms, home visits, and daily T.V. programs.

U. S. Dept. of Health, Education and Welfare. Model programs: Childhood education. Appalachia preschool education program. OE-20143.

A fairly comprehensive description of this demonstration project to provide preschool education to rural children.

Rochester, New York

Cowen, E. L., Zax, M., & Laird, J. D. A college student volunteer program in the elementary school setting. Community Mental Health Journal, 1966, 2, 319-328.

Report of a college student staffed, after-school day care volunteer program for primary grade children with emotional problems is described. Includes data on interrelations among various process measures, among the several outcome measures, and between process and outcome measures.

Rockland City, New York School Mental Health Unit

Lawrence, M. M. The mental health team in the schools. New York: Behavioral Publications, 1971.

An analysis of a school unit mental health team (psychiatrist, psychologist, and social worker) offering study conferences with school staff for a county serving 30,000 children. This consultation service appears to offer an answer to the scarcity of mental health professionals and the demands for service. Includes data, problems encountered, and demographic and structural variables.

Southwest Educational Development Lab, Austin, Texas

Nedler, S. & Sebara, P. Intervention strategies for Spanish-speaking preschool children. Child Development, 1971, 42, 259-267.

A study comparing three intervention strategies designed to increase language and communication skills of Mexican-American children found a planned bilingual program most effective in attaining these goals.

The Stanford Project on Tutorial Systems, Stanford, California

Atkinson, R. C. The computer as a tutor. In J. P. DeCeeco (Ed.), Readings in educational psychology today. Del Mar, Calif.: CRM Books, 1970. Pp. 163-171.

A chapter describing a research program wherein students are given various program routes with the computer selecting the appropriate route on the bases of the student's present answers to questions and his previous knowledge. Includes examples and results.

Toy Lending Laboratory, Far West Laboratory for Educational Research and Development, Berkely, California.

Appalachian Regional Commission. Toy lending laboratory. In Programs for infants and young children: Part I. 1970, 71-72.

A brief description of this program whose goals are to stimulate the intellectual growth of children by training the mothers to use educational materials at home. Teachers train the mothers via weekly classes.

Parent-child toy lending library: A product to improve opportunities to learn. Far West Laboratory for Educational Research and Development. (undated brochure).

A brief description of the library and how it works.

Teaching and learning topics to help children have better opportunities to learn. Far West Laboratory for Educational Research and Development. (undated brochure).

Provides samples of games and techniques to teach specific goals.

Twin City Institute for Talented Youth, Minneapolis, Minnesota

Watson, C. Talent runs free. American Education, October 1970, 3-6.

Describes a summer program for selected talented students in grades 9-11 designed to create an accelerated and novel learning environment to stimulate these brighter students.

University of Illinois, Urbana

O'Leary, K. D., Becker, W. C., Evans, M. B., & Saudargas, R. A. A token reinforcement program in a public school: A replication and systematic analysis. Journal of Applied Behavior Analysis, 1969, 2, 3-13.

A study demonstrating implementation of a token economy in a public school classroom. Follow-up data indicated that the teacher was able to transfer control from the tokens and back-up reinforcers to reinforcers existent within the normal educational setting.

Thomas, D. R., Becker, W. C., & Armstrong, M. Production and elimination of disruptive classroom behavior by systematically varying teacher's behavior. Journal of Applied Behavior Analysis, 1968, 1, 35-45.

The effects of teacher behaviors on the classroom behaviors of children were investigated by systematically varying approval and disapproval in a normal classroom. Results indicate that disruptive behavior increased upon withdrawal of approving behavior and upon presentation of disapproval. Data included.

Verbal Interaction Project, Mother-Child Home Program, Freeport, New York

Appalachian Regional Commission. Verbal interaction project. In Programs for infants and young children: Part I. 1970, 73-78.

Provides a fairly complete description of the program and its goals of training the mother to provide stimulation in the home to her child. Main emphasis is on the toy demonstrator program in the home. Provides references.

University of Wisconsin for Cognitive Learning, Milwaukee, Wisconsin

Staats, A. W., Minke, K. A., & Butts, P. A token-reinforcement remedial reading program administered by black therapy-technicians to problem black children. Behavior Therapy, 1970, 1, 231-253.

A token reinforcement motivational system was employed with black ghetto children in a remedial program for problem learners with considerable success in reading and attending to material by the children.

Ypsilanti-Carnegie Infant Education Project, Ypsilanti, Michigan

Appalachian Regional Commission. Ypsilanti-Carnegie infant education project. In Programs for infants and young children: Part I. 1970, 79-85.

Describes a home teaching project for mother and infant utilizing public school teachers. A good description of the program, its objectives, some data on effectiveness, and a sample lesson plan. Includes references.

Weikart, D. P. & Lambie, D. Z. Early enrichment in infants. Paper presented at the annual meeting of the American Association for the Advancement of Science, Boston, Mass., 1969.

A detailed discussion of the project, its history, structure, and methodology. Includes data on various early childhood education factors in the program.

Ypsilanti-Carnegie infant education project progress report. Ypsilanti, Michigan. September, 1969.

Summary of the curriculum, project design, and instructional techniques for working with infants and mothers in their homes. Includes a case history and results from the first six months of the project.

Addendum

Gunnison Watershed School District, Gunnison, Colorado

Hoffman, M. New way of busing students. American Education, 1968, 4(2), 14-17.

An audiobus project which allows children to listen to tapes on selected materials as they bus long distances to their schools in this rural area. No data.

University of Washington Institute of Child Development, Seattle, Wash.

Buell, J., Stoddard, P., Harris, F. R., & Baer, D. M. Collateral social development accompanying reinforcement of outdoor play in a preschool child. Journal of Applied Behavior Analysis, 1968, 1, 167-173.

A three-year-old girl with deficits in motor and social repertoires was socially reinforced for use of outdoor play equipment. Data indicates that collateral development of peer social interaction occurred with a concomitant decrease in undesirable baby-like behavior.

Hart, B. M., Allen, K. E., Buell, J. S., Harris, F. R., & Wolf, M. M. Effects of social reinforcement on operant crying. Journal of Experimental Child Psychology, 1964, 1, 145-153.

Harris, F. R., Wolf, M. M., & Baer, D. M. Effects of adult social reinforcement on child behavior. Young Children, 20(1), 1964.

Several studies examining the effects of adult attention on some behaviors of normal preschool children.

RESIDENTIAL TREATMENT FOR PROBLEM CHILDREN

The term "problem child" used herein refers to disturbed, psychotic, and/or retarded children and this section presents some of the newer methods of working with these children in a 24-hour a day setting. Some programs (Central Wisconsin Colony and Training School, Green Valley School) are concerned primarily with education of this population. Others (Austin State School, Crownsville State Hospital, Parsons State Hospital) place more emphasis on the development of motor and social skills. Still other programs (Camarillo State Hospital, the Child Study and Treatment Center) advocate a particular technique which can be applied to many problem or deficit behaviors. Other approachers utilize students, parents, foster parents and grandparents, and other paraprofessionals as vital elements of their programs. Specific problems dealt with in this section include tantrum behavior, appropriate social behavior, speech acquisition, anorexia, hyperactivity, self-feeding, self-injurious behavior, visual discrimination, personal grooming, and toilet training and the references included should provide the reader with some information on new methods of dealing with such problems in a residential treatment center.

Austin State School, Austin, Texas

Bode, M. J. You are my sunshine. American Education, 1968, 4, 17-19.

Description of an outdoor recreation program for mentally retarded children emphasizing motor development, physical fitness, and the development of sports skills.

Central Wisconsin Colony and Training School, Madison, Wisconsin

Children's Bureau, Dept. of HEW. Development of the object concept in severely and profoundly retarded children. In Research relating to children, FS 17-221:24, 1969, Project # 24-HC-4.

A proposal to obtain longitudinal and cross-sectional data on the development of the object concept in severely and profoundly retarded young children ages 1-5 years.

Children's Bureau, Dept. of HEW. Objective measure of early changes in behavior in an intensive care program. In Research relating to children, FS 17-221:24, 1969, Project # 24-HH-4.

A preliminary report of a program to evaluate initial treatment effects of an intensive care institutional program utilizing learning theory and reinforcement with "nurturant nursing". Results indicate changes in a positive direction.

Child Study and Treatment Center, Fort Steilacoom, Washington

Wolf, M., Risley, T., & Mees, H. Application of operant conditioning procedures to the behaviour problems of an autistic child. Behavior Research and Therapy, 1964, 1, 305-312.

Case study of a hospitalized autistic boy involving training of attendants and parents in manipulating consequences for tantrums, sleeping and eating problems, wearing of glasses, and appropriate verbal and social behavior. Includes some data.

Children's Treatment Center, Camarillo State Hospital, Camarillo, Calif.

Bucher, B. & King, L. W. Generalization of punishment effects in the deviant behavior of a psychotic child. Behavior Therapy, 1971, 2, 68-77.

Punishment with brief electric shock was used to suppress the tendency to play with electrical equipment in a schizophrenic boy by programming in generalization to settings, objects, and persons.

Kreitzer, S. F. College students in a behavior therapy program with hospitalized emotionally disturbed children. In B. J. Guernsey (Ed.), Psycho-therapeutic agents: New roles for nonprofessionals, parents, and teachers. New York: Holt, Rinehart and Winston, Inc, 1969. Pp. 226-230.

A paper describing and evaluating a behavior therapy program in which 21 college students provided an intensive therapy experience

for seven seriously disturbed, hospitalized children.

Children's Hospital Medical Centre, Boston, Massachusetts

Rollins, N. & Blackwell, A. The treatment of anorexia nervosa in children and adolescents: Stage 1. Journal of Child Psychology and Psychiatry, 1968, 9, 81-91.

Provides a description of inpatient treatment of 27 cases of anorexia in children. The children and parents were treated with stress on the emotional interaction of parent and child.

Children's Psychiatric Hospital, Austin, Texas

Children's Bureau, Dept. of HEW. Child and adolescent therapy project. In Research relating to children, FS 17-221:24, 1969. Project # 24-J1-2.

A hospital treatment program emphasizing individual psychotherapy for children and group therapy for children and parents. A follow-up study of discharged patients will give information for evaluating various aspects of the program including operant conditioning, milieu therapy, recreational therapy, occupational therapy, etc.

Children's Unit at the Independence (Iowa) Mental Health Institute

Kremenak, S. Education for children with severe emotional problems. Child Welfare, 1969, 48, 25-33.

A rehabilitation program for disturbed children with emphasis on therapeutic re-education following the premise that what happens to a child in school contributes to his feelings about his self-worth.

Children's Rehabilitation Unit, U of Kansas, Kansas City, Kansas

McReynolds, L. V. Application of timeout from positive reinforcement for increasing the efficiency of speech training. Journal of Applied Behavior Analysis, 1959, 2, 199-205.

Two experiments on a non-verbal 5-year-old demonstrated that contingent timeout and timeout of language training that involved positive reinforcement effectively reduced the undesirable and increased the desirable responses.

Children's Research Center, U of Illinois, Champaign

Children's Bureau, Dept. of HEW. Hyperactivity in children. In Research relating to children, FS 17-211:24, 1969. Project # 24 BA-1.

A brief description of several studies utilizing stimulants and automatic equipment to measure and control hyperactive behavior in children. Provides references.

Crownsville State Hospital, Crownsville, Maryland

Berkowitz, S., Sherry, P. J., & Davis, R. A. Teaching self-feeding skills to profound retardates using reinforcement and fading procedures. Behavior Therapy, 1971, 2, 62-67.

Fourteen institutionalized retarded boys who had never spoon-fed themselves were taught to feed themselves while aides gradually withdrew their assistance. Follow-up data indicated 10 of the 14 were still feeding themselves 41 months later.

Cunningham Children's Home, Urbana, Illinois

Meyer, H. Family ties and the institutional child. Children, 1969, 16, 226-231.

A paper discussing the importance of family to the institutionalized child and how to prevent or ameliorate problems in this area.

Fort Custer State Home, Michigan

Whaley, D. L. & Tough, J. Treatment of a self-injurious mongoloid with shock-induced suppression and avoidance. In R. Ulrich, T. Stachnik, & J. Mabry (Eds.), Control of Human behavior: Vol. II. Glenview, Ill.: Scott, Foresman and Co., 1970. Pp. 154-155.

A study describing the reduction of self injurious behavior in a mongoloid boy by a combination of punishment (electric shock) and avoidance (playing with toys) techniques.

George Junior Republic, Freeville, New York

Pittenberger, R. E. Study of the program of the George Junior Republic. In U. S. Dept. of HEW (Eds.), Mental Health of Children, 1965, FS 2.22: M 52/55. p. 44.

A study of the methods and results of a program wherein adolescents live in an institutional community that simulates an adult community e.g. town meetings, economic and judicial systems, work situations, etc.

Green Valley School, Orange City, Florida

von Hilsheimer, G. Strictly for parents/The Tom Sawyer phenomenon. Some comments on why kids put jam on the cat. Journal of Learning Disabilities, 1968, 1(10), 70-74.

Some suppositions on negativism of children relating to one trial learning experiences locking the verbal system into a negative coding of instructions.

von Hilsheimer, G. Children in Trouble, 1969, Humanitas Curriculum, Orange City, Fla.

A brochure giving a brief description of the ideas and principles

governing their ethological approach to children in trouble.

von Hilsheimer, G. How to live with your special child (A handbook for behavioral change). Washington, D. C.: Acropolis Books, 1970.

A graphic presentation of the unorthodox behaviorally oriented techniques used at Green Valley school.

von Hilsheimer, G. The teacher as a human engineer. Academic Therapy, 1970-71, 11(2), 135-149.

Describes 22 distinct objective techniques that may help teachers to help children in clear, easily understandable terms e.g. negative instruction, negative practice, dissonance, assertion training, etc.

The Hawthorne Cedar Knolls School, Westchester County, New York

Jewish Board of Guardians: Hawthorne Cedar Knolls School. In the Joint Commission on Mental Health of Children (Eds.), Crisis in Child Mental Health: Challenge for the 1970's. New York: Harper & Row, 1969. Pp. 304-306.

An article providing a brief description of the patient population(children 8-18 with a range of emotional problems), the goals of the center, and the general structure and curriculum.

Institute of Psychiatric Research, Indiana U. school of medicine, Indianapolis

Zimmerman, E. J., Zimmerman, J., & Russell, C. D. Differential effects of token reinforcement on instruction-following behavior in retarded students instructed as a group. Journal of Applied Behavior Analysis, 1969, 2, 101-112.

An instruction-following study in a class for retarded children with attentional deficits indicates that for most token reinforcement was effective, while one responded most appropriately to instructions.

Kansas Neurological Institute, Topeka, Kansas

Barton, E. S., Guess, D., Garcia, E., & Baer, D. M. Improvement of retardate's mealtime behaviors by timeout procedures using multiple baseline techniques. Journal of Applied Behavior Analysis, 1970, 3, 77-84.

Ward personnel successfully eliminated undesirable behaviors such as food stealing, usingers inappropriately, messy use of utensils, etc. in 16 retarded children by removing either the food tray or the child from the room.

Guess, D. A functional analysis of receptive language and productive speech: Acquisition of the plural morpheme. Journal of Applied Behavior Analysis, 1969, 2, 55-64.

An experiment demonstrating the independence of the expressive verbal repertoire from the receptive repertoire in two retarded children. Includes data.

Guess, D., Rutherford, G., & Twichell, A. Speech acquisition in a mute, visually impaired adolescent. The New Outlook for the Blind, January 1969, 8-14.

Description of an operant speech development program with a severely retarded, mute adolescent boy over a 10 month period.

Guess, D., Sailor, W., Rutherford, G., & Baer, D. M. An experimental analysis of linguistic development: The productive use of the plural morpheme. Journal of Applied Behavior Analysis, 1968, 1, 297-306.

Operant conditioning procedures used to develop plural verbalization and generative usage in the speech of a severely retarded 10-year-old girl. Includes data.

Sailor, W., Guess, D., Rutherford, G., & Baer, D. M. Control of tantrum behavior by operant techniques during experimental verbal training. Journal of Applied Behavior Analysis, 1968, 1, 237-243.

A technique of controlling disruptive behavior by switching from low to high difficulty material during an ongoing program of verbal training proved effective in decreasing tantrums. Data included.

Stolz, S. B. & Wolf, M. M. Visually discriminated behavior in a "blind" adolescent retardate. Journal of Applied Behavior Analysis, 1969, 2, 65-77.

A study demonstrating that training plus reinforcement could develop and maintain eye contact and other functional skills (eating, etc.) in a boy diagnosed as organically blind.

Langley Porter Neuropsychiatric Institute, California

Phillips, I. Psychopathology and mental retardation. American Journal of Psychiatry, 1967, 124, 29-35.

A study of 227 retarded children and their families revealed that maladjustment commonly accompanies retardation. The author feels this is due to delayed and disordered personality functions with meaningful people in the environment.

Szwed, S. A. & Berlin, I. N. (Eds.). Psychosomatic disorders and mental retardation in children, The Langley Porter Child Psychiatry Series, Vol. 2. Palo Alto: Science and Behavior Books, Inc., 1968, 306 p.

A series of reprinted and unpublished papers on psychogenic and physiological damage on diagnosis and treatment of childhood disorders.

Clinical Research Center for Early Childhood Schizophrenia, LaRue
D. Carter Memorial Hospital, Indianapolis, Indiana

Churchill, D. W. Psychotic children and behavior modification.
American Journal of Psychiatry, 1969, 125, 1585-1590.

A general description of the operant techniques used with psychotic children in terms of modifying specific behaviors and teaching precision skills. Discusses the limited response capability of some children, even when motivation is high.

Ferster, C. B. & DeMyer. A method for the experimental analysis of the behavior of autistic children. American Journal of Orthopsychiatry, 1962, 32, 89-98.

Describes the use of operant reinforcement techniques to widen the behavioral repertoire of autistic children by the use of a conditioned reinforcer (coins) in a laboratory setting.

Hintgen, J. N. & Churchill, D. W. Identification of perceptual limitations in mute autistic children. Archives of General Psychiatry, 1969, 21, 68-72.

Four mute boys were given 3-5 weeks of intensive training by operant procedures to establish basic imitative responses. After establishing this basic repertoire, 4 of the 6 boys were able to profit from subsequent training in language development.

Hintgen, J. N., Coulter, S. K., & Churchill, D. W. Intensive reinforcement of imitative behavior in mute autistic children. Archives of General Psychiatry, 1967, 17, 36-43.

Case studies of 2 autistic children in whom imitative speech and motor responses were developed in 27 days by use of isolation and an intensive imitative program following operant principles. Follow-up data indicates generalization of imitative responses.

Hintgen, J. N., Sanders, B. J., & DeMyer, M. K. Shaping cooperative responses in early childhood schizophrenics. In L. P. Ullmann & L. Krasner (Eds.), Case Studies in Behavior Modification. New York: Holt, Rinehart and Winston, Inc., 1965. Pp. 130-138.

A study demonstrating the shaping of cooperative responses in 6 children using coin reinforcement in a laboratory setting. Other forms of social interaction also increased but no generalization outside the lab setting.

Lowe, L. H. Families of children with early childhood schizophrenia. Selected demographic information. Archives of General Psychiatry, 1966, 14, 26-30.

A demographic study delineating some of the family characteristics such as educational level of parents, occupational level of fathers, broken homes, male-female ratio in each patient group, ordinal position among siblings, and age of parents at births.

The study compared autistic, chronic undifferentiated schizophrenic, and other forms of disturbance in children.

Zimmerman, E. H. & Zimmerman, J. The alteration of behavior in a special classroom situation. Journal of the Experimental Analysis of Behavior, 1962, 5, 59-60.

A study demonstrating that unproductive classroom behavior could be eliminated in two disturbed boys by removing social consequences of the behavior, while more adequate and efficient behavior was shaped and maintained with social reinforcers.

Massachusetts State Hospital, Waltham, Massachusetts

Reinherz, H. The therapeutic use of student volunteers. Children, 1964, 2, 137-142.

Describes the use of undergraduates working individually with children in a state hospital setting. Emphasizes the goals of the program and the contributions students were able to make to this traditional program.

Medical and Emotional Treatment Service Unit of the Summit County Ohio Child welfare Board

Johnston, R. Foster grandparents for emotionally disturbed children. Children, 1967, 14, 47-52.

Describes the use of foster grandparents who came to the institution daily to provide loving, personal attention to disturbed children.

Murdoch Center, Butner, North Carolina

Birnbrauer, J. S. Generalization of punishment effects—a case study. Journal of Applied Behavior Analysis, 1968, 1, 201-211.

Electric shock was used to eliminate biting and destructive acts from the repertoire of a retarded adolescent. However, the effects were highly discriminated and no internalized control was achieved.

Redd, W. H. Effects of mixed reinforcement contingencies on adult's control of children's behavior. Journal of Applied Behavior Analysis, 1969, 2, 249-254.

Two retarded boys experienced three types of reinforcement; contingent, noncontingent, and mixed. The agent utilizing contingent reinforcement gained control of subject's behavior, the noncontingent agent did not, and the agent administering the mixed schedule acquired cueing properties.

New Haven's Residential Youth Center, New Haven, Connecticut

Goldenberg, I. I. Build me a mountain: Youth, poverty and the creation of new settings. Cambridge, Mass: M.I. T. Press, 1970.

A description of a residential program to enable 16-21 year old youth to deal with the sources and consequences of poverty and the relationships between the helping professions and the problems of social action and institutional change.

Parsons State Hospital and Training Center, Parsons, Kansas

Bair, H. V. Community transitional adjustment program for MR. In U. S. Dept. Of HEW (Eds.), Mental health of children, 1965. FS 2.22: M52/55, p. 47.

A transition program emphasizing 1) the development of sheltered employment 2) development of leisure-time activities, and 3) the daily living needs of institutionalized retarded patients.

Lent, J. R. Mimosa cottage: Experiment in hope. In J. P. De Cesco (Ed.), Readings in educational psychology today. Del Mar, Calif.: CRM Books, 1970. Pp. 139-145.

A program using operant techniques to train skills in personal appearance, occupational skills, social behavior, and functional academic subjects. Includes excellent examples of how various components of these skills are developed with the goal of returning these retarded girls to the community.

Children's Service at the Neuropsychiatric Institute at UCLA

Lovaas, O. I. Some studies on the treatment of childhood schizophrenia. In J. M. Shlien (Ed.), Research in psychotherapy, Vol. III. Washington, D. C.: APA, Inc., 1968. Pp. 103-121.

Presents several studies involving use of behavior therapy techniques with emphasis on aversive stimuli (electric shock) for suppression of maladaptive behaviors and the use of positive reinforcement for socially appropriate behaviors in schizophrenic children in a hospital setting.

Lovaas, O. I., Freitag, G., Gold, V. J., & Kassarla, I. C. Experimental studies in childhood schizophrenia. I. Analysis of self-destructive behavior. Journal of Experimental Child Psychology, 1965, 2, 67-84.

Report of three studies investigating variables which controlled self-destructive behavior in a schizophrenic child demonstrating the functional relationship between very specific environmental operations and self-destruction.

Lovaas, O. I., Freitas, L., Nelson, K., & Walen, C. The establishment of imitation and its use for the development of complex behavior in schizophrenic children. Behavior Research and Therapy, 1967, 5, 171-181.

Describes a procedure for the establishment of non-verbal imitative behavior in schizophrenic children and the extension of such behavior for therapeutic usefulness into the child's daily life.

Lovaas, O. I. & Simmons, J. Q. Manipulation of self-destruction in three retarded children. Journal of Applied Behavior Analysis, 1969, 2, 143-157.

A study attempting to isolate some of the environmental conditions controlling self-destructive behavior. Extinction, punishment, and reinforcement were examined in various studies.

Project Re-Ed, Nashville, Tennessee

Hobbs, N. Project Re-Ed: New ways of helping emotionally disturbed children. In the Report of the joint commission on mental health of children. New York: Harper & Row, 1969. Pp. 310-312.

A brief description of the philosophy of these Re-Ed centers which are oriented toward helping the child cope with realistic problems in his world and return to his normal environment as soon as possible (average stay 7 months).

U. S. Dept. of H&W. Mental health services for children, October 1968, FS 2.22: M52/72, 6.

A very brief description of the project based on the theory that an educational setting with emphasis on health encourages the development of healthy attitudes in the disturbed child.

Rainier School, Buckley, Washington

Bijou, S. W., Birnbrauer, J. S., Kidder, J. D., & Tague, C. Programmed instruction as an approach to teaching of reading, writing, and arithmetic to retarded children. The Psychological Record, 1966, 16, 505-522.

A report of three years of research in which behavior theory was applied to teaching skills to retarded children. The first year was devoted to the development of a token system and the main efforts during the second year focused on the construction of instructional programs. No data.

Wolf, M., Birnbrauer, J., Lawler, J., & Williams, T. The operant extinction, reinstatement, and re-extinction of vomiting behavior in a retarded child. In R. Ulrich, T. Stachnik, & J. Mabry (Eds.), Control of human behavior, Vol. II. Glenview, Ill.: Scott, Foresman and Company, 1970. Pp. 147-148.

An experimental analysis of vomiting behavior of a retarded child in the classroom setting indicating that the vomiting was an operant resulting in reinforcement by the child being returned to her dormitory.

State Home and Training School, Wheatridge, Colorado

Panyan, M., Boozer, H., & Morris, N. Feedback to attendants as a reinforcer for applying operant techniques. Journal of Applied Behavior Analysis, 1970, 2, 1-4.

Initiation of a written weekly feedback system to non-professional personnel effectively increased the daily use of operant training methods in a state institution for retarded children.

Walter E. Fernald State School, Waverly, Mass.

Barrett, B. H. A behavior evaluation program for retarded children. Renewal Proposal Abstract, Oct. 1965.

An explanation of the goals, significance, and methodology of the program with emphasis on the automatically controlled environment and measurement devices for individual children.

Barrett, B. H. Acquisition of operant differentiation and discrimination in institutionalized retarded children. American Journal of Orthopsychiatry, 1965, 35, 862-885.

A device for simultaneous measurement of free operant response differentiation and stimulus discrimination demonstrated specific deficits in those functionally independent processes for 25 retarded children.

Barrett, B. H. Behavior modification in the home: Parents adapt laboratory-developed tactics to bowel-train a 5 1/2 year old. Psychotherapy: Theory, Research, and Practice, 1969, 6, 172-176.

Parents of a retarded hyperactive child rapidly eliminated his encopresis by contingent periods of isolation and restraint for inappropriate bowel movements and application of food and praise for appropriate bowel movements with the aid of therapist consultation.

Barrett, B. H. Behavioral individuality in four cultural-familially retarded brothers. Behavior Research and Therapy, 1969, 7, 79-91.

Continuous, simultaneous, direct, automated measures revealed striking differences in the accuracy, efficiency, and stability of the ongoing behaviors of 4 brothers admitted to a state training school at the same time. Emphasized need for analyzing specific abilities and deficits of retarded children.

Barrett, B. H. Behavioral dimensions of trainability. Proposal supplement, 1970

Proposal for the development of a laboratory for studying retarded behavior including data, floor plans, curricula, and progress of the program since its inception.

Barrett, B. H. Behavioral differences among an institution's backward residents. To be published in Mental Retardation, 1971.

A study conducted on children's rates of working for various consequences and disruptive behaviors on two back wards of an institution for the mentally retarded.

Wisconsin Children's Treatment Center, Madison, Wisconsin

Browning, R. M. Experimental-clinical treatment of severely emotionally disturbed children. Unpublished paper, 1971.

Description of an intensive residential program for 6 disturbed children designed for a maximum treatment period of 6 months. Parents will be concurrently trained to carry out behavior modification procedures when their child returns home.

OUT PATIENT SERVICES FOR DISTURBED AND/OR HANDICAPPED CHILDREN

The following section includes a wide variety of programs for out patient treatment of the disturbed and physically or mentally handicapped child. Some involve innovative alterations to existing programs e. g. the use of behavior modification techniques with the Big Brother program, while others have developed completely new approaches to old problems e.g. public day care for mentally retarded and disturbed children and re-education programs for parents of abused children. Other creative ideas include teaching parents to teach their problem child, group treatment of autistic children, "teacher-moms" for disturbed children in public schools, foster grandparents for deprived children, high school courses (including nurseries) emphasizing proper child rearing, behavior modification techniques on an out patient basis, a school for deaf pre-schoolers, teacher training programs, home visits to parents of retardates, etc. The references included will hopefully provide some idea of the diversity and scope of out patient and public school programs for these handicapped children.

Big Brothers of America

Holzschuh, R. D. Little brother behavior improvement project, 1970. Unpublished material available from Dr. Holzschuh, Big Brothers of Kansas City, 417 E. 13th St., Kansas City, Missouri, 64106.

Describes a behavior modification self-improvement project involving self-monitoring and recording and setting up of target behaviors to be accelerated or decelerated by the little brother and specifying back-up reinforcements (football tickets, etc.) to be delivered by the big brother for successful attainment of goals. The program is conducted on an informal outpatient basis with no data.

Perlmutter, F. & Durham, D. Using teen-agers to supplement casework services. Social Work, 1965, 10, 41-46.

A PAL program utilizing carefully selected teen-age volunteers to act as big brothers to elementary school children who were either receiving professional case work service, or who had need of a satisfying relationship with an older person. Includes description of training, supervision, and significance to the agency, clients, and volunteers. No data.

Bowen Protective Services Center, Chicago, Illinois

Appalachian Regional Commission. Bowen Protective Services Center. In Programs for infants and young children: Part I. 1970, 134-138.

A detailed description of this program designed to provide comprehensive protective services to parents of neglected or abused children in an attempt to help the family stay together and eliminate the need for child placement outside the home.

Case Western Reserve University, Mental Development Center, Cleveland, Ohio

Kessler, J. W., Ablon, G., & Smith, E. Separation reactions in young mildly retarded children. Children, 1969, 16(1), 2-7.

Describes the establishment of small play groups of young children at the center as a transitional step to nursery school.

Cumberland Valley Regional Mental Health/Mental Retardation Comprehensive Care Center, Harlan, Kentucky

Appalachian Regional Commission. Day care for mentally retarded children. In Programs for infants and young children: Part I. 1970, 139-141.

A general description of these day care programs sponsored by the public schools for children 5-14 years of age who are mildly retarded.

Des Moines Child Guidance Center, Des Moines, Iowa

Dingman, P. R. Day hospital service in a child guidance setting. In Mental Health of Children, U. S. Dept. of HEW, 1965, 27. FS 2.22: M52/55.

An expansion of the conventional child guidance program to provide day care for children for whom outpatient treatment was inadequate, yet residential treatment was felt to be too disruptive to the child.

Developmental Speech and Language Center, Grand Rapids, Michigan

Lloyd, M. Say it right and they will to. American Education, 1971 5-7. HE 5.75:7/1.

An intensive education course for mothers and fathers of preschool children in teaching their children how to talk properly. Good description of the program with many examples.

Eastfield Children's Center, Campbell, California

Marshall, K. A. & Stewart, M. F. Day treatment as a complementary adjunct to residential treatment. Child Welfare, 1969, 48, 40-44.

Describes a day treatment contractual program for children with relatively limited psychological problems with a focus on specific symptoms, the problems they reflect, and the responsibilities of the center and the parents. Serves as an adjunct program in a residential treatment center.

East Bay Activity Center, Berkeley, California

Coffey, H. S. & Wiener, L. L. Group treatment of autistic children. Englewood Cliffs, New Jersey: Prentice-Hall, 1967.

A book describing a group treatment center for autistic and behaviorally disordered children. Discusses treatment, goals, history and development, the nature of autism and schizophrenia, the function of group psychotherapy with disturbed children, and its conception and philosophy. All therapy done on an outpatient day care basis.

Elmont, New York Public School System

Donahue, G. T. Education and rehabilitation of childhood schizophrenics. In Mental Health of Children, U. S. Dept. of HEW, 1965, 33-34. FS 2.22: M 52/55.

A study wherein two children were placed with two "teacher-moms" in individual classrooms and emphasis placed on academics and group activities. Of 21 children studied, 11 successfully returned to regular classrooms full time.

Nichtern, S., Donahue, G. T., O'Shea, J., Morans, M., Curtis, M., & Brody, C. A community education program for the emotionally

disturbed child. American Journal of Orthopsychiatry, 1964, 34, 705-713.

A special education program for severely disturbed children was established within the school system utilizing an individualized approach with volunteer-mothers acting as teachers.

Grandparents for Children, Senior Citizens, Inc., Nashville, Tennessee

Appalachian Regional Commission. Grandparents for children. In Programs for infants and young children. Part I. 1970, 142-145.

A description of a program for preschool disadvantaged children with the goals of enriching the lives of the children, providing a worthwhile activity for senior citizens, and providing them with an additional source of income. No data.

High School Courses for Future Parents (operating in Schenectady, New York, Philadelphia, Evanston and Highland Park, Illinois, Seattle, Dallas, Atlanta, and San Diego)

Appalachian Regional Commission. High school courses for future parents. In Programs for infants and young children: Part I. 1970, 146-150.

A good general description of this program which involves setting up nursery schools in connection with courses in family life and child development in high schools. Idea is to introduce some expertise in the areas of children and home life to the 40% of new brides in the U. S. who are between 15-18-years-old.

University of Illinois Child Behavior Lab, Champaign, Illinois

Bijou, S. W. The technology of teaching young handicapped children. Paper presented at the First Symposium on Behavior Modification, Xalapa, Mexico, January, 1971.

A description of this research project devoted to fabricating a technology for teaching young school children with serious behavioral problems. Includes detailed description of the curriculum, the schedule, teacher training, behavioral techniques used, and research undertaken at the lab.

Dept. of HEW, Children's Bureau. Research in remedial guidance of young retarded children. In Research relating to children, FS 17-221:24, Project # 24-HH-1. October, 1969.

A project to develop preschool procedures and materials which are remedial in that they weaken behaviors which interfere with academic behavior, and are productive in strengthening behaviors which facilitate and maintain desirable behaviors.

Indiana University Medical Center Institute of Psychiatric Research,
Indianapolis, Indiana

Grosz, H. J. & Zimmerman, J. A second detailed case study of functional blindness: Further demonstration of the contribution of objective physiological laboratory data. Behavior Therapy, 1970, 1, 115-123.

A study of an adolescent girl's functional blindness demonstrating that the use of behavioral laboratory techniques can make a significant contribution to the assessment of psychopathology.

Institute for Childhood Aphasia, Stanford University School of Medicine,
Stanford, California.

Morehead, D. M. Processing of phonological sequences by young children and adults. Child Development, 1971, 42, 279-289.

A study indicating that children are guided by similar linguistic constraints as adults but are more flexible in processing new or additional phoneme sequences.

U. S. Dept. of HEW, Children's Bureau. Research program of aphasia involvements in childhood. Research relating to children, Oct. 1969. Project # 24-DH-3. FS 17-211:24.

A proposal to study aphasic children relative to developmental factors and perceptual functioning that differentiate them from other severely language handicapped children, and to develop techniques to treat aphasics.

Institute of Human Development, Berkeley, California

U. S. Dept. of HEW, Children's Bureau. Neuropsychological development and open heart surgery. In Research relating to children, Oct. 1969, Project # 24-GE-5. FS 17-211:24.

A proposal to assess the beneficial and/or deleterious effects upon the maturing central nervous system of cardiac surgery in children with congenital heart defects and to assess the effects of such factors as type of cardiac abnormality, type of operation, and age at operation on brain functioning.

James Jackson Putnam Children's Center, Boston, Mass.

Reiser, D. E. Psychosis of infancy and early childhood, as manifested by children with atypical development. New England Journal of Medicine, 1966, 269, 790-798, 844-850.

A description of out patient treatment based upon psychoanalytic principles and oriented toward improving the emotional climate for both child and parents while remaining within the home setting.

The John Tracy Clinic, Los Angeles, California

Appalachian Regional Commission. The John Tracy Clinic. In Programs for infants and young children: Part I. 1970, 156-161.

Describes this clinic focused specifically on work with parents of deaf infants and preschoolers. Provides an excellent description of the general program offered.

John Tracy Clinic educational materials list. 1969

A list of films, records, books, and courses available including prices of each.

John Tracy Clinic for preschool deaf and hard-of-hearing children and their parents. (undated brochure).

A brief brochure describing the purposes, services, and research goals of the clinic.

Tracy, Mrs. Spencer. The role of parents in the education of young deaf children. John Tracy Clinic. (undated brochure).

A brochure emphasizing the importance of detecting and remedying deafness as early as possible. Also emphasizes the role of the parent and his feelings regarding the handicap.

Kalamazoo Valley Intermediate School, Kalamazoo, Michigan

Hawkins, R. R., McArthur, M., Rinaldi, P. C., & Gray, D. Results of operant conditioning techniques in modifying the behavior of emotionally disturbed children. Paper presented at the 45th annual International Council for Exceptional Children convention in St. Louis, Missouri, March, 1967.

Description of an experimental public school program for disturbed children utilizing operant conditioning techniques. Description of the general program and data on three individual cases are presented.

U of Kansas Medical Center, Children's Rehabilitation Unit, Kansas City, Kansas

Kroth, R. L., Whelan, R. J., & Stables, J. M. Teacher application of behavior principles in home and classroom environments. Focus on Exceptional Children, 1970, 1, 1-12.

Discusses training of parents and teachers using behavior modification principles in the home and classroom. Also reports a study on five junior high students focusing on application of these principles in the home with positive results.

Mira, M. Results of a behavior modification training program for parents and teachers. Behavior Research and Therapy, 1970, 8, 309-311.

Describes a behavior modification training program for parents and a few teachers carried out by professionals and graduate students at the unit. Conducted over 21 months involving 113 children from 1 1/2 -16 years with various behavior problems and other handicaps.

Whelan, R. J. & Haring, N. G. Modification and maintenance of behavior through systematic application of consequences. Exceptional Children, 1966, 32, 281-289.

A general discussion including examples of the advantages and problems in the application of operant behavioral principles by teachers in special education settings.

The League School, Brooklyn, New York

Book, J. A., Nichtern, S., & Gruenberg, E. Cytogenetical investigations in childhood schizophrenia. Acta Psychiatrica Scandinavica, 1966, 39, 323.

A study involving a sample of ten children who were subjected to cytogenetical analysis and failed to indicate any sizeable number of schizophrenic children that are subject to chromosomal aberrations.

Fenichel, C. The League School for seriously disturbed children: Education as therapy for the seriously disturbed. In the Joint Commission on Mental Health of Children (Eds.), Crisis in child mental health. New York: Harper & Row, 1969. Pp. 307-309.

A brief description of a day school program for autistic and schizophrenic children with emphasis on education and habilitation while allowing the child to live at home with his family.

Nichtern, S. A pilot day nursery school for schizophrenic children. In Mental health of children, U. S. Dept. of HEW, 1965, 33. FS 2.22: M52/55.

A special nursery school for psychotic children with emphasis on an educational program, coupled with parent group therapy, was effective in preventing institutionalization for these 3-6-year-olds.

Marillac School, Kansas City, Missouri

Martin, C. V. & Parrish, M. J. The school as a social psychotherapeutic tool. Corrective Psychiatry and Journal of Social Therapy, 1970, 16, 41-45.

A four-faceted program (special education, psychotherapy, chemotherapy, and parental counselling) with data indicating a large degree of success with schizophrenic children utilizing a team approach. No advantage found for resident as compared to day students.

Merrill-Palmer Institute, Detroit, Michigan

U. S. Dept. of HEW, Children's Bureau. Modification of cognitive skills among lower class negro children: A followup training study. In Research relating to children, Oct. 1969, Project #24-DB-1. FS 17-211:24.

A study to determine the effects of employment classification versus attention training on cognitive functioning of lower socioeconomic Negro children. Includes a brief summary of preliminary data.

Metropolitan State Hospital, Children's Unit, Waltham, Mass.

Vaughan, W. T. Jr. & Davis, F. E. Day hospital programming in a psychiatric hospital for children. American Journal of Orthopsychiatry, 1965, 35, 542-544.

A day hospital program for disturbed children within a public hospital, including parental involvement is briefly discussed.

Montefiore Hospital Association of Western Penn., Pittsburgh, Penn.

Montefiore Hospital Association of Western Pennsylvania, Home Care Dept. Five year report. June, 1968.

A description of a five year program of home care services to chronically ill children in the Pittsburgh is discussed.

Moody State School for Cerebral Palsied Children, Galveston, Texas

U. S. Dept. of HEW, Children's Bureau. The delayed matching response in cerebral palsied children. In Research relating to children, Oct. 1969, Project # 24-BC-7. FS17-211:24.

A proposal to study the effect of the delay interval sequence of presentation and behavior during the delay interval upon delayed matching to sample performance. This may prove effective as a diagnostic tool in perceptual-motor disorders associated with neurological dysfunction and in the study of short-term memory deficit.

Northwest Michigan Child Guidance Clinic, Munson Medical Center, Traverse City, Michigan.

Appalachian Regional Commission. The Northwest Michigan Child Guidance Clinic. In Programs for infants and young children. Part I. 1970, 162-166.

An excellent description of this program for screening young children with various types of problems (brain damage, cerebral palsy, blindness, deafness, etc.) and the Montessori preschool program it operates. Provides references.

U of Oregon Research and Training Center in Mental Retardation,
Eugene, Oregon

U. S. Dept. of HEW, Children's Bureau. Development of a technique for
the analysis of behavioral transactions in natural environments.
In Research relating to children, Oct. 1969, Project #24-HC-2.
FS 17-211:24.

A proposal to investigate the behavior of mentally retarded
youth in a school workshop setting in order to test and further
develop a transactional analysis instrument and assess behaviors
related to vocational and social adjustment.

New York State Dept. of Mental Hygiene, Biometrics Research Dept.

Salzinger, K., Feldman, R. S., & Portnoy, S. Training parents of
brain-injured children in the use of operant conditioning
procedures. Behavior Therapy, 1970, 1, 4-32.

A study on training parents of brain damaged children in the
understanding and utilization of operant principles in order to
carry out home behavior modification programs with their children.

Peninsula Children's Center, Menlo Park, California

Davison, G. C. The training of undergraduates as social reinforcers
for autistic children. In L. P. Ullman & L. Krasner (Eds.),
Case studies in behavior modification. New York: Holt, Rinehart
and Winston, Inc., 1965. Pp. 146-148.

A report on training nonprofessional personnel in social learning
therapy with autistic children in a day care center essentially
focusing on nondirective "milieu" therapy. Includes some data.

U. S. Dept. of HEW. Mental health services for children, October,
1968, 7. FS 2:22: M52/72.

Emphasis of this program is on the use of well trained child
care workers and high school, college, and older volunteers to
work with schizophrenic and disturbed children in this day
care program.

Pine School, Iowa City, Iowa

Appalachian Regional Commission. Home services for retarded parents and
children: The Pine School. In Programs for infants and young
children: Part I. 1970, 151-155.

Good description of this project to improve the physical and
emotional conditions of families with retarded parents^{and children} by the
use of home visits. Provides references on this and other similar
programs.

Arnold, I. L. & Goodman, L. Homemaker services to families with young retarded children. Children, 1966, 13(4), 149-152.

A project providing homemaker services to families with retarded children under five years of age with the goal of alleviating the emotional turmoil in the family. No data.

Goodman, L. & Arnold, I. L. Training and utilization of nonprofessional personnel in services for the retarded. Mental Retardation, 1967, 5, 11-14.

Describes a training program for nonprofessionals in a city hospital. Emphasizes the curriculum development, field work, and placement and utilization of these people.

Rutgers University Psychology Clinic, Rutgers, New York

Andronico, M. P., Fidler, J., Guernsey, B. Jr., & Guernsey, L. F. The combination of didactic and dynamic elements in filial therapy. International Journal of Group Psychotherapy, 1967, 17, 10-17.

A description of filial therapy wherein parents are trained in groups to relate empathically to their children at home for prescribed periods of time. Describes the training procedure and rationale.

Guernsey, B. Jr. Filial therapy: Description and rationale. Journal of Consulting Psychology, 1964, 28, 304-310.

Provides a description and rationale of this parental treatment approach and discusses some preliminary experience with two parent groups.

St. Christopher's Hospital for Children, Philadelphia, Pennsylvania

Freeman, R. D. The home visit in child psychiatry: Its usefulness in diagnosis and training. Journal of the American Academy of Child Psychiatry, 1967, 6, 276-294.

A paper describing the incorporation of the home visit into a child psychiatry training program. Outlines the technique used for the visit, criteria used in selection of home cases, contraindications, results, and a discussion of its place in training.

Salt Lake City Behavior Modification Training Center

Gregersen, G. F. Behavior modification training for parents and teachers. Materials available from Dr. Gregersen, Beh. Mod. Trng. Ctr., 27 C St., S. L. C., Utah

Description of training programs in behavior modification for parents and teachers in connection with an educational day care center for children ages 3-12 with various behavior problems, learning disorders, retardation, etc.

Stiles-Hall University-YMCA, Berkely, California

Goodman, G. An experiment with companionship therapy: College students and troubled boys-Assumptions, selection, and design. American Journal of Public Health, 1967, 5, 1772-1777.

A description of a program utilizing male undergrads as lay counselors for public school boys with problems. Contains description of training of counselors but no outcome data.

U of Tennessee

Wahler, R. G. Oppositional children: A quest for parental reinforcement control. Journal of Applied Behavior Analysis, 1969, 2, 159-170.

A study on changes in parental reinforcement value as a function of timeout and differential attention. Results showed that the children's behavior varied with the parental application of timeout and differential attention, and parent's reinforcement value varied with conditions.

Wahler, R. G. Setting generality: some specific and general effects of child behavior therapy. Journal of Applied Behavior Analysis, 1969, 2, 239-246.

Contingency operations on two problem children utilizing parents as therapists indicate that while parents were able to control the behaviors in the home there was no change in school behaviors.

Child Psychiatry Clinic, U of Washington, Seattle, Washington

Kogan, K. L. & Wimberger, H. C. An approach to defining mother-child interaction styles. Perceptual and Motor Skills, 1966, 23, 1171-1177.

A study describing the development of a method for coding and recording non-verbal interactions of advantaged and disadvantaged pre-school aged children and their mothers.

Pytkowicz, A. R. Action-oriented evaluation of learning disorders: The interview as an integral part of the psychological evaluation. Learning Disorders, 1968, 3, 217-291.

An article emphasizing the importance of the parent-child interview before any attempt is made to assess psychological or neurological impairment.

Wimberger, H. C. & Kogan, K. L. The neglected dimension of communication-methodology for immediate coding of mother-child interaction. Paper presented at the meeting of the American Orthopsychiatric Association, 1966.

Discussion of a pilot study on preschool children and mother interaction of both verbal and non-verbal interactions in a coded form.

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Berlin

Wimberger, H. C. & Kogan, K. L. Interpersonal behavior ratings.
The Journal of Nervous and Mental Disease, 1968, 147, 260-271.

Description and application of a conceptual system for ratings of observed and coded interactive behavior on the dimensions of relative status, affection, and involvement.

Out of
order

[Berlin I. N. & Christ, A. e. The unique role of the child psychiatry trainee on an inpatient or day care unit. Journal of the American Academy of Child Psychiatry, 1969, 8, 247-258.

A discussion of the role of the psychiatric trainee and his role as a psychotherapy team member, facilitator of emotional and cognitive development, and synthesizer of information. Discussion of specific tasks of the child psychiatry trainee.

Experimental Education Unit, Child Development and Retardation Center, U of Washington, Seattle, Washington

Allen, K. E. The behavior modification approach to preschool education. Paper presented at a meeting of Head Start Regional Training Officers and Directors, Seattle, Washington, 1969.

A paper discussing the general work being done in this unit with its emphasis on behavior modification.

Allen, K. E. & Harris, F. R. Elimination of a child's excessive scratching by training the mother in reinforcement procedures. Behavior Research and Therapy, 1966, 4, 79-84.

A case study report utilizing the mother as a behavior change agent in eliminating repetitive scratching of her 5-year-old daughter.

Allen, K. E., Turner, K. D., & Everett, P. M. A behavior modification classroom for head start children with behavior problems. Exceptional Children, 1970, 37, 119-129.

Description of a demonstration and training project involving 12-15 children with behavioral problems enrolled in a Head Start classroom with a behavioral emphasis. Includes case studies and a discussion of relevant behavioral principles and techniques.

Burgess, R. L., Burgess, J. M., & Esveltdt, K. C. An analysis of generalized imitation. Journal of Applied Behavior Analysis, 1970, 3, 39-46.

A three subject study demonstrating that discrimination of a generalized imitative language response can be developed. Discusses possible explanations for the development on non-reinforced imitation.

Hall, V. R. & Froden, M. Behavior changes in brain-injured children through social reinforcement. Journal of Experimental Child Psychology, 1967, 5, 463-479.

Describes the application of behavior modification by adults originally unfamiliar with them to determine whether naive adults could successfully implement these procedures. Data indicates positive results.

Haring, N. G., Hayden, A. H., & Allen, K. E. Intervention in early childhood. Educational Technology, 1971, 11(2), 52-61.

A discussion of the application of behavior modification procedures with disturbed and other handicapped children in preschool settings.

Haring, N. G., Hayden, A. H., & Nolen, P. A. Accelerating appropriate behavior of children in a Head Start program. Exceptional Children, 1969, 35, 773-784.

A training and demonstration project in which Head Start teachers were successfully trained to use behavior modification procedures in decreasing deviant and increasing productive behaviors of 12 children with severe emotional, social, and/or language deficits.

Kunzelmann, H. P. (Ed.). Precision teaching: An initial training sequence. Seattle, Washington: Special Child Publications, Inc., 1970.

A programmed manual for classroom teachers with emphasis on identification of target behaviors and the use of recording, counting, measuring, and charting techniques in the classroom.

Levitt, T. C. & Curtiss, K. A. Effects of manipulating an antecedent event on mathematics response rate. Journal of Applied Behavior Analysis, 1968, 1, 329-333.

A study investigating the effects on performance rate of writing the answers to math problems versus verbalizing the problems before making a written. Correct answers increased and errors decreased under the verbalization condition.

Lovitt, T. C. & Curtiss, K. A. Academic response rate as a function of teacher-and self-imposed contingencies. Journal of Applied Behavior Analysis, 1969, 2, 49-53.

A study analyzing the effects of self-imposed versus teacher-imposed contingencies on the behavior of pupils. Two studies indicate that higher academic rates occurred when the pupils arranged the contingency requirements and that reinforcement magnitude did not account for performance gains.

Lovitt, T. C. & Esveltdt, K. A. The relative effects on math performance of single versus multiple-ratio schedules on pupil's rate of responding. Results indicate that multiple-rate conditions are effective when the objective is to accelerate academic response rate.

A Case study.
Journal of Applied Behavior Analysis,
1970, 3, 261-271.

U. S. Dept. of HEW, Children's Bureau. Habituation of the auditory

evoked response in normal and neurologically impaired children.
In Research relating to children, Oct. 1969, Project # 24-CC-1.
FS 17-211:24.

A proposed study to examine the rate of habituation in two groups of children with emphasis upon relating the electrophysiological data to behavioral difficulties in processing or retaining auditory information.

Wisconsin Children's Treatment Center, Madison, Wisconsin

Stever, D. C. Home and community treatment. Newsletter: Wisconsin Psychiatric Institute, 1970, 2, 11-13.

A demonstration project utilizing behavior modification principles for severely disturbed children in their own homes, schools, and communities as an alternative to hospitalization or institutionalization.

Woodlawn Mental Health Center, Chicago, Illinois

Kellam S. G. & Sheldon, K. S. The Woodlawn Mental Health Center: A community mental health center model. Social Service Review, 1966, 40.

Description of this mental health center which provides services to young students, consultation to other agencies, and a program for acutely disturbed patients in the community. The center is seen as a part of the social structure of the community.

Kellam, S. G. & Sheldon, K. C. Adaption and mental illness in the 1st grade classrooms of an urban community. Psychiatric Research Report #21, American Psychiatric Association, April 1967.

A study on the intervention into problems of adaption and mental illness in the first grades of the community. Includes results.

Sheppard, G. K., Sheldon, K. S., & Jeannette, D. B. The Woodlawn community-wide school mental health program of assessment, prevention, and early treatment. (undated)

Describes a school mental health program that assesses all children entering the first grade at the earliest possible time and periodically thereafter. Tests the total aspects of how each child is doing as a student. No data.

DELINQUENCY

Traditionally delinquent children have been "treated" by either incarceration in an institution, or probation, or both. This section includes some spin-offs on existing practices e.g. use of behavior modification principles to develop an educationally oriented environment, and some new procedures such as the use of home-style small group treatment centers, outside volunteers to work individually with institutionalized delinquents, and short-term treatment programs. Also included are programs providing for continuing education for the pregnant schoolgirl, use of peers to prevent delinquency, family treatment programs, foster parents, community-wide programs, and several references on potential causal factors or correlates of delinquency. It is generally recognized that delinquency rates are increasing, and indeed unfortunate that this is the briefest section in this bibliography. After perusing the literature it becomes apparent that there are very few new or innovative programs being undertaken in this area, a fact which may explain society's failure to produce any reduction in the alarming rate of recidivism for delinquent youth.

Achievement Place, Kansas City, Kansas

Bailey, J.A., Wolf, M. M., & Phillips, E. Home-based reinforcement and the modification of pre-delinquents classroom behavior. Journal of Applied Behavior Analysis, 1970, 3, 223-233.

Three experiments on acceleration on study behavior in school by utilizing contingencies in the home setting proved effective in improving the studying of two pre-delinquent youths in public school classrooms.

Phillips, E. L. Achievement place: Token reinforcement procedures in a home-style rehabilitation setting for pre-delinquent boys. Journal of Applied Behavior Analysis, 1968, 1, 213-223.

Describes the effects of a point system in a home-style rehabilitation center for pre-delinquent boys on frequencies of aggressive statements and poor grammar, which decreased, while tidiness, punctuality, and amount of homework completed increased.

Behavior Research Project, Tucson, Arizona

Tharp, R. G. & Wetzel, R. J. Behavior modification in the natural environment. New York: Academic Press, 1969.

A comprehensive volume dealing with relevant prior research, theoretical material, and a variety of behaviorally oriented techniques and intervention plans for working with the delinquent or pre-delinquent child. Includes data on many case studies and difficulties and pitfalls. Emphasis is on use of paraprofessionals.

California Youth Authority

California Youth Authority Dept. Volunteers in the California Youth Authority: A guide for staff. Sacramento, 1970. 10 pages.

A description of the basic principles and philosophy of the department regarding the involvement of volunteers in the treatment of delinquent youths.

Knight, D. The Marshall program: Assessment of a short-term institutional treatment program. Part II: Amenability to confrontive peer group treatment. Research Report #79, Sacramento, 1970.

A report on a 90 day program in a community framework where the boy must account to himself, peers, and staff. Focus in on examining and "working through" behavior problems. Data indicates partial success with some types of offenders.

Chaddock Boys School, Quincy, Illinois

Grob, H. E. Jr. & Van Doren, E. E. Aggressive group work with teenage delinquent boys. Children, 1969, 16(3), 103-108

Describes a summer program involving physical work for young delinquents.. No data.

Children's Home Society, Iowa City, Iowa.

Zober, E. The pregnant schoolgirl. Child Welfare, 1969, 48, 362-366.

A "continuation school" project to allow unmarried mothers continue their education during and after their pregnancy. No data.

Clark County Juvenile Probation Center, Las Vegas, Nevada

Halstead, L. M. A new approach to teaching retarded children to read. Corrective Psychiatry and Journal of Social Therapy, 1970, 16, 59.

A pilot study report of a special program dealing with reading retardation by using operant conditioning pattern exercises, token rewards, and multiple sensory stimulation demonstrated a significant gain in reading level for the experimental group of 12 delinquents.

Denver Probation Bureau

Rubin, T. & Barbs, J. The glue sniffer. Federal Probation, 1970, 34(3), 23-28.

A Denver research project of 4 types of probation methods for glue sniffers found the most effective to be a neighborhood peer group worked with in the community by a full-time counselor group leader on an intensive basis.

Essexfields Program, Newark, New Jersey

Pilnick, S., Elias, A., Clapp, N. W. The Essexfields concept: A new approach to the social treatment of juvenile delinquents. Journal of Applied Behavioral Science, 1966, 2, 109-125.

A paper outlining an attempt to develop a social system emphasizing peer group relationships and development of prosocial norms rather than the prevailing street norms. Also emphasizes need for a transitional period as the boy returns to the community. Includes recidivism statistics.

Iowa Training School for Boys, Eldora, Iowa

O'Neil, C. F. Working with families of delinquent boys. Children, 1969, 16, 198-202.

Describes a treatment program for families of delinquent youth.

James Jackson Putnam Children's Center, Roxbury, Massachusetts

Children's Bureau, Dept. of HEW. Pilot study of preschool delinquency. In Research relating to children, FS 17-221:24, 1969, Project # 24-KD-1.

A study designed to document the relationship between preschool delinquent behavior and later delinquency and investigate the relationship to later learning disabilities and psychosomatic

conditions. Will also explore the efficacy of early intervention versus the later need to formulate a special treatment technique.

Johnson County Juvenile Hall, Olathe, Kansas

Children's Bureau, Dept. of HEW. Stigma and delinquency. In Research relating to children, FS 17-221:24, 1969, Project # 24-KE-1.

A study testing the relationship between feelings of isolation and rejection and delinquency in a loosely structured interview indicates a high frequency of all three attitudes, and the first two attitudes predicted unerringly for the third.

Children's Bureau, Dept. of HEW. Verbal behavior in a juvenile detention home. In Research relating to children, FS 17-221:24, 1969, Project # 24-KE-2.

A study of the social consequences affecting verbal behavior and to determine whether these peer group social consequences may contribute to formation of delinquent behavior patterns.

Merrifield Center, Worcester, Massachusetts

Hikel, V. Fostering the troubled child. Child Welfare, 1969, 48, 427-431.

A foster parent's view of a trial program to place problem children in foster homes. Deals with problems the foster parent may encounter.

Mobilization for Youth, New York, New York

Grosser, C. F. Mobilization for Youth, New York, N.Y.. In Helping Youth, undated book from the Office of Juvenile Delinquency and Youth Development. FS 17.2 Y8. Pp.7-16.

A chapter dealing with a community self-help program by organizing residents of the target area, the rationale being that youth could not be successfully integrated into community life unless their adult models were a part of this life. Includes general descriptions of various programs, no data.

National Training School for Boys, Washington, D. C.

Cohen, H. L. Educational therapy: The design of learning environments. In J. M. Shlien (Ed.), Research in Psychotherapy, Vol. III. Washington, D. C.: A.P.A., Inc., 1968, Pp. 21-53.

Describes development of a curriculum for educational therapy aimed at rehabilitation using reinforcement techniques and programmed instruction in a completely controlled and programmed environment.

Cohen, H. L., Filipczak, J., & Bis, J. A study of contingencies applicable to special education: Case I. In R. Ulrich, T. Stachnik, & J. Mabry (Eds.), Control of Human Behavior, Vol. II. Glenview, Ill.: Scott, Foresman and Co., 1970. Pp. 51-69.

A detailed description of a specially designed program designed to increase educational behaviors and changes in attitudinal behaviors in a delinquent boys penal institution.

Oregon Research Institute, Eugene, Oregon

Buehler, R. E., Patterson, G. R., & Furniss, J. M. The reinforcement of behavior in institutional settings. Behavior Research and Therapy, 1966, 4, 157-167.

Three studies reported which identified and measured social reinforcers occurring among inmates and staff in institutions for delinquent children. Results indicate that the social system of a correctional institution tends to reinforce delinquent responses and to punish socially conforming responses.

Oregon Research Institute Special Project. Programmed steps for family intervention, May, 1969.

A manual for staff members dealing with families of deviant children. Manual describes each step in detail from the intake call to the follow-up phase, including forms, symptom check list, etc.

Patterson, G. R., & Pagot, B. I. Selective responsiveness to social reinforcers and deviant behavior in children. Psychological Record, 1967, 17, 369-378.

A study investigating the effects of various social agents (mother, father, and peer) whose results indicate that the acquisition of adaptive behaviors for boys is partially a function of their being responsive to the socializing influence of male social agents.

Putnam County New York Sheriff's Department

Weizenacker, R. Have you considered a teenage cadet program? FBI Law Enforcement Bulletin, 1970, 39(11), 16-19.

A special program for youth between 14-18 who are interested in law or law enforcement and this attempts to train youth in police responsibility and duties.

Royal Oak, Michigan

Morris, J. A. First offender: A volunteer program for youth in trouble with the law. New York: Funk & Wagnalls, 1970.

The story of a rehabilitation program using citizen volunteer sponsors to work on a one-to-one basis with juvenile probationers

which proved successful in cutting the recidivism rate to 1/2 of that found in the conventional probation system.

Washington Action for Youth, Washington, D. C.

Grosser, C. F. United Planning Organization, Washington D. C.
Helping Youth. Undated book form the Office of Juvenile Delinquency and Youth Development. FS 17.218. Pp. 22-28.

A chapter describing a community program designed to move people from disorganized inefficient units to a higher stage of order and purposefulness. Briefly describes the modes of organization, no data.

Wiltwyck School for Boys

Minuchin, S., Chamberlain, P., & Graubard, P. A project to teach learning skills to disturbed delinquent children. American Journal of Orthopsychiatry, 1967, 37, 558-567.

Patterns of communication in low socio-economic families producing aggressive delinquent children were analyzed and implications for learning discussed. An experimental curriculum for teaching formal elements of communication was designed and tested with six delinquent children. Includes informal data.

Youth Development Center, Loysville, Pennsylvania

Stollery, P. L. Families come to the institution: A five day experience in rehabilitation. Federal Probation, 1970, 34(3), 46-52.

An attempt to involve families in the treatment process by having them spend five days at the center involved in counselling, recreation, and other routine activities. No data.

JOURNALS

The following contain articles concerned with the areas of child development, education, and treatment and should prove to be of interest to persons working in these areas.

Adolescence

American Education

American Journal of Mental Deficiency

American Journal of Orthopsychiatry

Behavior Modification Monographs

Behavior Therapy

Behavior Research and Therapy

Child Development

Child and Family

Child Study Bulletin

Child Welfare

Childhood Education

Children

Child Welfare

Developmental Psychology

Exceptional Children

Gifted Child Quarterly

Journal of Applied Behavior Analysis

Journal of Applied Behavioral Science

Journal of Behavior Therapy and Experimental Psychiatry

Journal of Child Psychology and Psychiatry and Allied Disciplines

Journal of Child Psychotherapy

Journal of Educational Psychology

Journal of Experimental Child Psychology

Journal of Mental Deficiency Research

Journal of School Psychology

Mental Retardation Abstracts

Merrill-Palmer Quarterly of Behavior and Development

Mother and Child

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Psychoanalytic Study of the Child

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School Applications of Learning Theory

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